

AN UNDERGRADUATE THESIS

**THE CORRELATION BETWEEN STUDENTS' READING HABIT AND
STUDENTS' READING COMPREHENSION**



SRI RAHAYU

H0116371

CONSULTANS

- 1. FAJRIANI, S.S., M.A.**
- 2. PUTU WAHYU SUDEWI, S.Pd., M.Pd.**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF SULAWESI BARAT**

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ABSTRAK

SRI RAHAYU: Hubungan Antara Kebiasaan Membaca Siswa dan Pemahaman Membaca Siswa. **Skripsi.** Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.

Penelitian ini bertujuan untuk melihat hubungan antara kebiasaan membaca siswa dengan pemahaman membaca siswa kelas II MTs Guppi Ulidang. Rancangan penelitian ini adalah asosiatif kuantitatif dengan rancangan kuantitatif korelasional. Sampel penelitian ini adalah kelas VIII A dan VIII B yang terdiri dari 36 siswa tiap kelas. Teknik pengumpulan data yang digunakan adalah angket dan tes. Teknik analisis data yang digunakan adalah SPSS versi 20 dan product moment Pearson. Berdasarkan analisis data, pertama, hasil penelitian ini menunjukkan bahwa kebiasaan membaca siswa kelas II MTs Guppi Ulidang termasuk kategori sangat tinggi. Kedua, pemahaman membaca siswa kelas II MTs Guppi Ulidang termasuk dalam kategori rendah. Kemudian yang terakhir adalah tidak ada hubungan antara kebiasaan membaca siswa dengan pemahaman membaca siswa kelas II MTs Guppi Ulidang. Hal ini didasarkan pada uji korelasi yang telah dilakukan dalam penelitian ini. Nilai sig. (2-tailed) antara kebiasaan membaca dan pemahaman membaca adalah $0,363 > 0,05$, artinya H_0 diterima dan H_1 ditolak.

Kata kunci: Hubungan, kebiasaan membaca dan pemahaman membaca.

CHAPTER I

INTRODUCTION

This chapter consists of background, problem identification, limitation and formulation, objective of the research and research benefit.

A. Background

Every human around the world communicate with other using language. There are many languages exist over the world, such as international language, national language, ethnic language and even slang languages. One of famous language that is used over the world is English. English as an international language is very important to the mastered. English as the first international language studied in Indonesia. English subject is studied from elementary school until university. Even some institution used English as compulsory subject to mastery orally and in written. Many book written in English have spread widely among the people and use as reference for the take of studying acquiring in information and heaving pleasure. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills, (Harmer, 2009).

Based on Jhansen (2001), Reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. There are particular in cases when students have to read English material for their own special subject with a limited vocabulary anyone will also has limited understanding in terms of listening, speaking, reading and writing.

Maddox (2008) said that reading the most important single in study, and the curriculum stated that out of the four skills, listening, speaking, reading, and writing. The main emphasis is one reading skill because it is believed that acquisition on reading in a second or foreign language priority. In addition, reading is an important skill because one of the keys to get knowledge is

reading, students use too much of their processing to read individual words, which annoy their ability to understand what is they read. Particularity in cases where students need to read English material for their own special subject with a limited vocabulary anyone will also has limited understanding in terms of listening, speaking, reading, and writing.

According to Pang, et.al (2003), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Department for Education and Skills (2005) states that reading comprehension is an essential part of the reading process.

Furthermore, Nunan (2006,) adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and it is much more complex than merely decoding specific word. Therefore, as the students read, they have to understand what they have read as a part of their reading process because the aim of reading is comprehension. Reading habit is very important to make it easier for readers to understand a text basic language skills, and is a part or component of the communication.

Reading habits are indicated by the amount of the materials that the readers read, the frequency of reading, the average of the time that readers spent of reading, and also the purpose of reading (Shen, 2006). Reading habits also indicated by the readers positive attitude toward reading, their enjoyment in reading practices and motivation to read. Furthermore, Zwiers (2004), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Thus, by this activity the readers can improve their reading ability.

Reading and academic achievement are essential for research workers and educationists to know that every child whether he or she is gifted, average, normal or backward etc, should be educated in his or her own way but if he or

she possesses good study habits, he or she can perform well in academics and in every situation. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012). According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas.

Based on the observation of the second grade student of MTs GUPPI Ulidang, the researcher found that there are many students who lack reading comprehension. Lack of a reading culture or reading habit will have an impact on the ability to analyze discourse (text) that is unreadable because it is complicated, thus students seen to have difficulty reading and understanding the text. They cannot get the main idea and answer the question based on text . The lack of motivation to get used to reading will have an impact on students' reading comprehension to be low.

Based on the explanation above the researcher is interesting conduct research to see “The correlation between students’ reading habit and students’ reading comprehension at the second grade of MTs GUPPI Ulidang”.

B. Problem Identification

Based on the statement above the writer state that the problem of the research as follow;

1. Lack reading comprehension,
2. Lack of a reading culture or reading habit
3. Students have difficulty reading and understanding the text,
4. The lack of motivation in reading

C. Limitation and Formulation

This research is limited to the Contribution of Reading Habits to English reading comprehension in class II MTs GUPPI Ulidang. Therefore, the researcher focused on the students' reading habits and students' English reading comprehension. The research formulation will deliver below:

1. How is the students' reading habit at the second grade of MTs GUPPI Ulidang?
2. How is the students' reading comprehension at the second grade of MTs GUPPI Ulidang?
3. Is there any correlation between students' reading habit and students' reading comprehension at the second grade of MTs GUPPI Ulidang?

D. Research Objective

Based on the research problem above, so the researcher formulated objective of the research in the following sentence:

1. To know the students' reading habit at the second grade of MTs GUPPI Ulidang
2. To know the students' reading comprehension at the second grade at MTs GUPPI Ulidang
3. The find out the correlation between students reading habit and students' reading comprehension at the second grade of MTs GUPPI Ulidang.

E. Research Benefit

1. For the teacher

This research is to half the teachers to be professional in English teaching, in they can make the students to know about the material before giving the text to the students to avoid confusing happens to the them.

2. For the students

This research can be motivate the student to learn reading seriously so they will be easier to understand the English text.

3. For the researchers

This expected to give a new knowledge of the further of researcher to do the better research of teaching and learning cases.

CHAPTER II

LITERATURE REVIEW

This chapter deals with theories used as the basic for supporting the research. It covers some previous findings, theoretical framework and hypothesis.

A. Previous Related Studies

In contrasting this research proposal, the researcher was considering some previous finding to support the researcher proposal. Those researcher are as follows:

Muawanah (2014) in her researcher about the relationship between student's reading habit and their reading comprehension at the second grade students of SMA Dua Mei Ciputat. Based on research she found that the correlation is strong. The testing of significant correlation showed the t-value $0,779 > 3,20$. Therefore there was significant correlation.

Hidayah (2014) in her researcher about the correlation between reading habit in english and reading comprehension at second semester of IAIN Tulungagung. Based on research she found that the result showed that coefficient correlation was 0,642. It mean that those variables positively correlation. This result (r_{value}) was good that the “ r_{value} ” (0,642 > 0,342 in significant level 5% and > 0,4999 in significant level 1%.

Prasetyo (2016) in his researcher about the correlation between translation ability and reading habit toward writing ability at the twelfth grade students MAN 2 Surakarta. Based on researcher he found that there is significant positive correlation. The third hypothesis showed that the coefficient of correlation (r_{yx1x2}) between students' translation ability (x_1) and reading habit (x_2) and their writing ability (Y) is higher than 0 (0,8304 > 0) and linear regression showed that t_{obtain} is higher than t_{table} (24,443 > 3,44). The researcher concluded that there is significant positive correlation between translation ability and reading habit toward writing ability at the twelfth grade students MAN 2 Surakarta.

Based on the research finding above, the researcher concludes that reading habit are considered to have important role in the process of teaching and learning activities because of individual reading comprehension is influences by various factors, one of which is a reading habit. If someone is able to process what, where, when, and how reading habit, learning will be more effective so that it can maximize the learning comprehension because of the right reading habit able to increase the student reading comprehension.

B. Theoretical Framework

Theoretical framework is overview of pattern of relation variables in coherent whole which is a description of the focus of research. This framework is intended as the basis of systematic thinking and reduce the problems discussed in research.

1. Reading

In this research, we must know about Reading first like the definition, parts of reading lesson, kinds of reading, types of reading, the importance of reading, technique of learning reading, teaching reading and the purpose of Reading. All of that are important things in this research and they will explain one by one.

a. Definition of reading

Reading is an important skill in many different settings especially in educational setting. Grabe (2009) argues that students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text.

In addition, Harrison (2004) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be. In summary, reading is important for students both to develop their knowledge and to develop the way think related to the development of their moral, emotional as well as verbal intelligence.

b. Kinds of Reading

Rustan (2010) identifies there are three reading technique that are come only known. They are skimming, scanning, and semantic mapping or clustering:

1) Skimming

Perhaps the two most valuable reading strategies for learners as well as native speaker are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text can essay, article, or chapter, for example: to get the gist, skimming give readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas.

2) Scanning

The second in the "most valuable" category is scanning, or quickly search for some particular or pieces of information in text. Scanning may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning to extract certain specific information without reading through the whole text. For academic English, scanning is absolutely. In vocational or general English, scanning is important in dealing whit genres like schedule, manuals, form.

3) Semantic

Mapping or Clustering Readers can easily be overwhelmed by along string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to passage.

c. Teaching of Reading

Reading is one of receptive skill as the basic communicative skills, but is a very complex process. One way of facilitating a reader's interaction with a text and providing orientation to context and content is through various kinds of text related tasks. The idea that there are three main types of reading activity, those which precede presentation of the text, those with accompany it, and those which follow items, is now a common feature of discourse about reading.

Wallace (2002) mentions that there are three stages in reading activities in the classroom as described below :

1) Pre-Reading Activities

Some pre-reading activities simply consist of question to which the reader required to find the answer from the text. Traditionally this type of question followed the text and was designed to test comprehension, but in more recent material questions often precede the text and function as scanning task that is the learner reads the text quickly in order to find specific information related to the question.

2) While-Reading

Activities Generally the purpose of while –reading activities is to encourage learners to be flexible, active, and reflective readers. Flexibility is encouraged by inviting the reader to read in ways which are perceived to be appropriate to the type of the text being presented. Many while reading tasks with the aim of encouraging active and reflective reading attempt to promote the kind of dialogue between reader and writer.

3) Post-Reading

Activities Usually, the kind of post-reading activity consists of questions which follow a text.

d. Aspect of Reading

According to Alexander (2008) that there some aspects of reading which have been suggested by well-known authorities:

- 1) Visual in Sensory Aspect of Reading The role of eye in reading is the most essential thing. Where without eye, someone cannot read, even less understand the meaning of the message in printed materials. When reading someone must focus his eyes on a text. During the reading process, eye movement is considered as one that determines reading speed and comprehension.
- 2) Sequential Aspect of Reading The written material generally has sequences on a page, namely, the sequence from left-to-right side and from top to bottom. Therefore, someone's eyes must follow these sequences when reading.

- 3) **Thinking Aspect of Reading** Reading without involving thinking process is useless. Therefore when reading, someone must involve thinking process. Furthermore, he explains that when reading, a reader relates the message potential meaning to what is already known in order to comprehend the message.
- 4) **Associational Aspect of Reading** Reading process involves several types of association. When reading, a reader associates the spoken words with the written words, and spoken words with ideas and objects.
- 5) **Learning Aspect of Reading** A person who wants to know and understand a written message, he will take the material and read it. He reads word by word, sentence by sentence, paragraph by paragraph and so on. During the reading process, he relates the meaning of the words being read with his background knowledge. Hence, the meaning or information obtained through reading increase his knowledge. Finally, the knowledge influences his behavior and action.

2. Reading Habit

The identification of student reading habit is very important in order to increase students' reading comprehension in English. So, in this research it will be informed about definition of reading habit, the purpose of reading habit and the aspect of reading habit.

a. Definition of Reading Habit

Reading habit can be acquired by readers if they are frequently read a book with any reason that they have. When they get used to read and search a book to read, reading can become their habit. Reading habit can be achieved by someone in younger age. If in young age, they formed reading habits it will last long in their life (Greene, 2001).

Furthermore, Shen (2006) adds that reading habit can be identify by reading materials that students read, frequency of reading, time spent in reading and the purpose of reading. According to Zwiars (2004), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving

meaning unconsciously. Reading habits can be acquired by readers if they are frequently read a book with any reasons that they have. When they get used to read and search a book to read, reading can become their habit. Reading habits can be achieved by someone in younger age. If in young age, they formed reading habits it will last long in their life (Greene, 2001).

Reading habit is activities need to be socialized from an early age and if students have good reading experiences and build a positive attitude toward reading. Reading habit is the process and comprehension is the essence of it. By accustoming a good reading habit as a daily activity.

b. Benefit of reading habit

According to Samrotul (2014), the benefit of reading habits are enormous; gaining reading habit will enable the students open a new world and broaden their perspective. Thus reading habit will help students to speak with confidence and build an expertise. Simultaneously, reading comprehension and habit are both interrelated. Reading habit is the process and comprehension is the essence of it. By accustoming a good reading habit as a daily activity, it will help the student to read and to comprehend English text fluently and accurately. Pursuing reading as a habit will help the students to become more intelligent. Practicing reading habit also improves analytical skill in comprehension task.

Based on Zwiars, (2004), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. He adds that comprehension habits are the split-second thought that kick in constantly to help a proficient reader actively construct meaning. Then, by building reading habit will constantly help the readers construct meaning actively.

In the line with, Hasanah (2017) said that reading habit is our need for every time like nutrition that always needed every day; the students will always do this activity as their habitual action beside that reading becomes

a habit is not an easy one. It needs long process, some exercise and a high motivation from the reader to make reading as a habit.

c. The Purpose of Reading Habit

Based on Ochanya (2010) there are some reading habits purposes which have either positive or negative result. They are grouped into four segments they are: hobbial, recreational, concentration, deviational

1) Hobbial

A hobby is an activity that creates joy and satisfaction and doing it. the purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious and economic. this purpose of reading habit not only makes one satisfied but also positive. unlike other hobbies, reading is of the most recommended one to shape reader personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations. Reading as hobby is wonderful, it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

2) Recreational

A good reading habit for recreational make the reader acquired more knowledge and classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue ; the example activity on reading for relaxation are reading newspaper and magazine.

3) Concentration

Concentration means the reader acknowledge their reading process to understanding the meaning of the passage. Reading for concentration is recommended for use in school by stakeholders; this reading habit positive purpose shows positive result in students achievement in school.

4) Deviational

This the only reading habit which has a negative norm. The reader sometimes pretends to read and deviated from the actual reading. This should be avoided by the students. If this reading habit attitude acquired by the student, it may lead to loss of interest in the acquisition of knowledge.

d. The Aspect of Reading Habit

According to Julio cesar (2011) reading habit have six aspect, they are : reading frequency, books read, time spent on academic reading, time spent on no-academic reading, Motivation in the family environment, and Motivation in the academic environment.

1) Reading frequency

Reading frequency is one of activity when someone do to read for someone minutes or hours as frequently. Reading frequency used to measure students' reading frequency in their spare time.

2) Books Read

The number of many books that students have read in last three months was included in the questionnaires.

3) Times spent on academic reading.

It is considered the time that the students devote their time to read academic book especially for their specials subject.

4) Time Spent on Non Academic Reading

It is discussed amount of time that the students used to read non academic book, magazine, such as novel, fiction, romance, horror, etc.

5) Motivation in The Family environment

It is very important in the students reading habit, when students see the behavior of their families who like to read, indirectly the respond students to get uses to reading will occur naturally. It focuses on the recommended book the purchased by the family based on the interest of the family.

6) Motivation in The Academic environment

Teacher motivation in improving students reading habit is very important the role of teachers in schools is closely related to the results obtained by students. The existence of a reading culter carried out by the teacher towards students will greatly help students in getting used to reading books. It focuses on the frequency of students reading literature their school environment based on the teacher report.

Classify aspects related to reading is time, desire and will, motivation, and environment. Based on the some opinions above aspects that must be known about students reading habit, namely time desire, motivation and environment.

e. Advantages of Reading Habit

The implications of applying reading as habitual activity are students can expand the knowledge and increase focus and concentration. Reading habitual activity also helps them become more intelligent, and boots their vocabulary meaning. The impact of reading in people is live is extraordinarily widespred. A reader can learn a new word, can be introduce to new facts, he can become knowledgeable about the whole world and he can stimulated to both taught and emotion. According to Steel Jack (2008) he mentioned several advantage of reading habit:

1) Habit of the Mind Performs Effectively

To read frequently, the people would have abilities to communicate and think well. Acquiring reading habit would automatically activeneuros and make it always in good shape. People who exhibit habit as daily activity would help them to perform effective in front on public.

2) Habit of Regular Reading Helps us Develop a Good vocabulary

Habit in Reading develops their alertness in identifying error in a sentence. Frequent readers have a range of words bank. They would have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers would be better in understanding the massage that the writer trying to convoy.

3) Habitual Reading Boots Intellectual Curiosity

Regular habit of reading exposes a reader to understand the complexity of different books. A reader become knowledgeable about various literacy skills and leads to reader to think independently and critically.

4) Habitual Reading Means A psychologal Activity

Regular habit a psychologal activity means a reader link with their mind to feel the writers' imagination. The reader uses their mind to figure out

the scheme of story, to feel the writers and to experience the difference of personal players.

5) Habitual Reading Helps Readers to have A Positive Set of Mind

Efficient frequent readers should be active positive mind and critical. The reader should give feedback quickly to the material as a response to what they have read. They should also get the summary and make a critical judgment from the material.

3. Reading Comprehension

a. Definition of Reading Comprehension

According to Bulut (2017) Reading comprehension is defined as students' "acts of thinking and constructing meanings in pre-reading, while-reading and post-reading stages". It is one of the main language skills that require making inferences and understanding the details in written materials, and it is expected that it will be acquired by pupils at primary school. In fact, reading comprehension is placed at the heart of many school subjects as it plays a key role in the process of cognitive development.

Snow (2002) explains reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements; the reader, the text, and the activity the purpose of reading. Reading comprehension is a process of understanding the information in the text by using reader's background information (Facharyani, Masrupi and Rahmawati, 2018).

According to Klingner, Vaughn, and Boardman (2007), reading is the process of constructing meaning that is achieved through effective instruction taking into account the aspects of previous reader's knowledge, the information provided by the text, and the context of the reading situation. It is also supported by McEntire (2003) who argues that reading as a constructive process of prior knowledge and experience that affects the reader's understanding of the text.

It is concluded that the prior knowledge and experience of the reader is essential to gain a correct understanding of the information in the text.

Appropriate understanding is possible because the content of the text is close to the reader's prior knowledge. For example, teachers who read educational articles will feel better at understanding the text than the entrepreneur. Achievement is something that is accomplished, particularly by great effort, courage or special skills. Lawrance and Vimala (2012) declare that academic achievement is measurement of knowledge which gained in formal education usually indicate by test score, grade, grade point, average and degrees.

b. Levels of Reading Comprehension

The levels of reading comprehension are mentioned, they are literal comprehension, inferential comprehension and critical comprehension (Pikulski, 2005).

1) Literal Comprehension

Literal comprehension refers to information explicit stated in the written text. As a basic level, the reader are needed the abilities to understand meaning of words before recognizing of detail message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the last step in literal comprehension the readers are needed to sequence all the information stated in the passage.

2) Inferential Comprehension

The inferential comprehension is the process how a reader drives an implicit idea in the passage. The reader needs the abilities to detect mood of the material such as the authors' tone , purpose and attitude to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level.

3) Critical Comprehension

Critical comprehension is higher thinking of reading. The reader should be actively reacting to the information presented by authors. The reader are needed the ability to analyze the information and link those information to their background knowledge, further, the readers evaluate the value of its information and give personal judgements as a feedback to the author.

c. Reading Comprehension in the Classroom

Grellet (2005) states that there are two steps teaching reading comprehension in the classroom, they are:

1) Construction Exercise

There must be variety in the range of exercise. This is an important factor in motivation and it is necessary if different skills are to be covered. On the other hand, a text should always be the starting point for determining why one would normally read it, how it would be read, how it might relate to other information before thinking of a particular exercise.

2) Classroom Procedures

The first point to be noted when the teacher practices reading in the classroom is a silent activity. Therefore silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. It is useful to give the class some help on how to approach a new text. The following procedure, for instance, is very helpful with most texts.

d. Reading Comprehension Skill

Dolmer (2008), stated that the skill of reading comprehension can be categorized into twelve skills, namely.

- 1) Gaining the word meaning. It deals with the skill to find and interpret the intended meaning.
- 2) Identifying details. It deals with the skill to find some explicitly stated pieces of information.
- 3) Identifying sequence. It deals with the skill to identifying the sequence in which components occur or are placed.
- 4) Identifying cause-effect relationship. It deals with the skill to determine the reason for the occurrence of an event or an action.
- 5) Identifying main idea. It deals with the skill to identify the central thought of a paragraph.
- 6) Making inference. It deals with the skill to formulate an image to the information that is not explicitly stated in the passage.

- 7) Making generalization and conclusion. It deals with the skill to make generalization then conclude it and infers the relationship among separate situation or events.
 - 8) Identifying tone or mood. It deals with the skill to recognize the authors' attitude and the emotion that he or she intends to the readers.
 - 9) Identifying theme. It deals with the skill to recognize the moral or concept that the passage clarifies to the readers.
 - 10) Identifying the characterization. It deals with the skill to determine the personality traits and feelings of a character in a selection.
 - 11) Identifying fact-fiction and opinion. It deals with the skill to determine which passage that presents actual condition and the one that reflects the personal feelings of the author.
 - 12) Identifying propaganda. It deals with the skill to identify the existence of an authors' biased opinion in the passage.
- e. Factors Affecting Reading Comprehension

The low reading comprehension skills are caused by variety of factors. The factors which are responsible to the depth of readers' comprehension is follow; difficulty of material, intelligence, environment, emphasis on word recognition emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading.

1) Difficulty of Material

The difficulty of material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to identify absorbing material. Teachers sometimes supply the students with advanced materials beyond their capabilities. In the same manner unsuitable methods that the teachers used may caused frustration to the student.

2) Intelligence

Readers' ability to comprehend is sometimes limited by the richness of their background knowledge and vocabulary that readers have the more succes of reading comprehension they would be. Therefore , mental

maturity should be taken into consideration in term determining where reading instruction should star.

3) Environment

The unpleasant environments such as noisy surrounding , inadequate lighting, high or low temperatures, and distracting surrounding may interfere the students' comprehension.

4) Emphasis on Word Recognizing

All assignment would be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes caused by the lack power of concentration on the recognition of individual words. Emphasizing on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning.

5) Emphasis on Oral Reading

When student do oral reading, automatically they interpretthe meaning of the text passege through their mouth. The more practice students on oral reading the more accurate they on comprehending the text.

6) Background for a Reading Selection

Concept about reading material and experience are frequent problem of students' poor reading comprehension, Teacher should be careful in selecting type of reading passage. Disorganized text materials such as used advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should aware to select textbook, and distribute it efficiently to the students.

7) Adjustment of Reading Techniques to Purpose

The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success in reading comprehension.

8) Rate of Reading

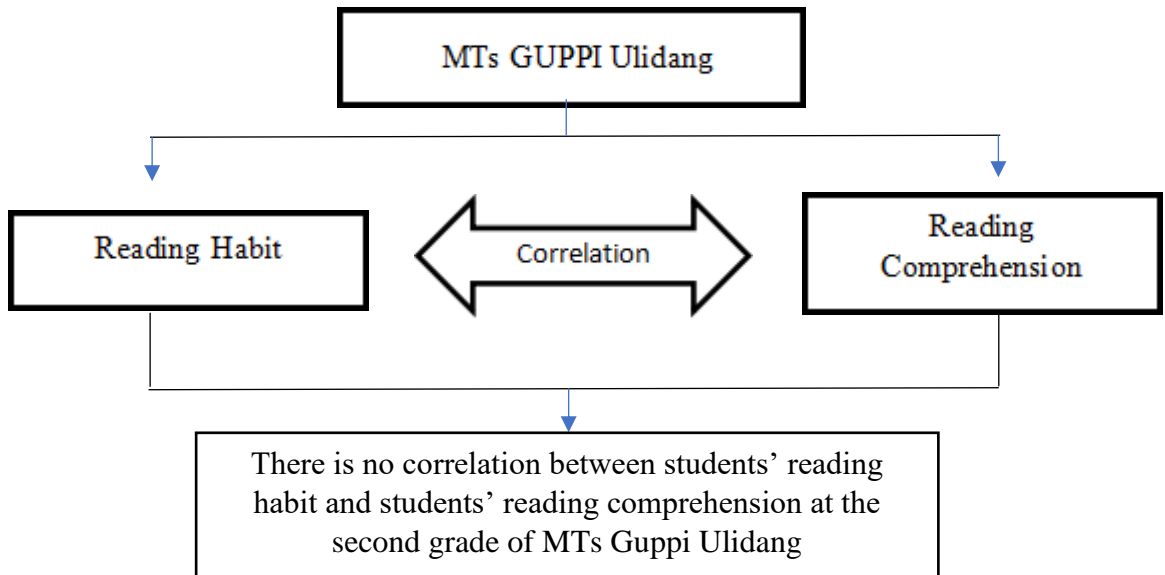
The wrong selection in adjusting the reading rate to the type of material, such as newspaper, textbook, novel or magazine might cause failure in comprehending text material.

In addition, identify five major determinant factors of reading comprehension contrasting as follow; background experience, language abilities and thinking abilities, affection (interest, motivation, attitude, beliefs, and feelings), and reading purposes.

4. Conceptual Framework

Therefore, to make it easier for readers to understand it, the researcher made a conceptual framework chart according to the title “The correlation between students’ reading habit and students’ reading comprehension at the second grade of MTS GUPPI Ulidang” this research is providing the following diagram:

Figure 3.1 Conceptual framework



C. Hypothesis

Hypothesis is a tentative statement that is conjecture about what is observed in efforts to understand. The researcher proposed the hypothesis for this research, as follow:

1. H_a = There is correlation between students reading habit and students reading comprehension at the second grade of MTS GUPPI Ulidang.
2. H_0 = There is no correlation between students reading habit and students reading comprehension at the second grade of MTS GUPPI Ulidang.

CHAPTER V

CONCLUSION AND SUGGESTION

This part will talk about conclusion and suggestion in this research. Conclusions are the main findings that show the meaning of the findings. The research findings are written in a concise, and clear form description (point by point), bullet points, or details in accordance with the purpose. Suggestions contain solutions to the problem under study or follow-up on research results research.

A. Conclusion

Based on the result of data analysis and discussion of the result that has been described in this research, which discusses the correlation between students' reading habit and students' reading comprehension at the second grade of MTs Guppi Ulidang, it can be drawn conclusion as follows:

1. Students reading habit of second grade in MTs Guppi Ulidang is in the very high category. This is in accordance with the result of the questionnaires data analysis given to 36 respondents. This result proved that is $3765 : 2700 \times 100\% = 139\%$ of criteria set very high category. Because the value is in the very high category range in the correlation coefficient table.
2. Students' reading comprehension of second grade in MTs Guppi Ulidang is the low category. This is in accordance with the result of the reading test data analysis given to 36 respondents. This result proved that is $1640 : 2520 \times 100\% = 65.8\%$ of criteria set low category. Because the value is in the low category range in the correlation coefficient table.
3. There is no correlation between students' reading habit and students' reading comprehension at the second grade of MTs Guppi Ulidang. This is based on the test of the test correlation that have been done in this research. The value of sig. (2-tiled) between reading habit and reading comprehension is $0.363 > 0.05$, it means that H_0 is accepted and H_1 is rejected.

B. Suggestion

Based on the conclusion and implication above, the researcher gives some suggestion bellow:

1. For the teachers
 - a. Teacher should understand students' reading habit in order to get the best ways of learning, teaching method, and ideal classroom environment.
 - b. Teacher should improve his/her professional skill, especially English Learning Motivation. It can be through formal education improvement, upgrading, and training. As we know that learning motivation can be from anyway and everywhere.

2. For the students

Students should improve their reading habit and reading comprehension since this skill will be very important for them in learning English especially in reading.

3. For other researchers

The researcher realize that the result of this research is still far from being perfect. there are still many aspects that could influence reading habit and reading comprehension. The researcher expects that there will be other researchers who investigate other aspects relating to reading, but hopefully that this research will be useful as reference to their researches. Besides, it can also be used by them to carry out and develop a similar study.

The researcher analyses this research is not perfect yet. There are still many weaknesses dealing with this theory or method or maybe the idea because of the limited skill of the researcher. For next researcher can completely that problem. This research can support the result of the last researcher and this research can give a new inspiration to the next researcher. Furthermore, the researcher also hopes that the next researcher will apply strategy or method to analyse the good test. The strength of this research is score of reading habit that was analysed is very high category.

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